



## Inclusive Practice in Action, 14 February 2019 Programme

	Session	Description	Speakers
9.45am	<b>Registration</b>		
10.30am	<b>Welcome and Keynote</b>	Welcome and introduction to the themes of the event by Sound Connections' Philip Flood and a keynote 'Sounds Inclusive - Small Changes, Big Impact' by Jessica Thom (TourettesHero)	Jessica Thom
11.30-12.30	<b>Increasing Musical Diversity and Inclusion in Early Years Settings</b>	In this session we will ask 'what does inclusion really mean?', trying to clarify the varying uses of the term. We will then link our understanding of inclusion with what we learned from interviews with practitioners as part of a small study arising from an early years music project run by Tri-borough Music Hub in West London. Finally we will offer some suggestions for practice.	Susan Young
	<b>Facilitating Progress – how to partner with young people to benefit all</b>	A conversation with emerging creative professionals and organisational staff to look at what is most useful to young people and how offering this can benefit the orgs they work with. Include something about civic duty as well as benefitting business.	Wired4Music
12.30-1.30	<b>Lunch</b>		
1.30-2.30	<b>The National Plan for Music Education and early years</b>	This session will explore the current situation with the National Plan for Music Education in England in regards to the delivery of music in early years, and will consider how this translates into the reality of what happens in the majority of early years settings, including the view from the classroom.	Stuart Whatmore (Tri-borough Music Hub) and Ronke Owalabi (Flora Gardens Primary School)
	<b>Supporting young peoples' mental health through music</b>	This will be a discursive session, aiming to share our longstanding experience of working with people with mental health needs through music both in hospitals and in community settings. We'll look at how to design sessions that provide equality of access for people with a range of	Hannah Kemp-Welch and Milly Chowles (Raw Material)

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		mental health issues, looking at mental health presentations, treatment and medications, and risk factors. The session will include empathy activities and case studies, and challenge participants to design a session on a ward, taking into account the common restrictions of this environment. We'll also look at models for evaluating health outcomes in arts interventions.	
	<b>Recruiting and working with young trustees</b>	Hosted by senior managers, young trustees from Sound Connections and Blaze this session will cover: practical steps to take to get your organisation ready to involve young people in decision-making; how to recruit young people to a board of trustees or advisory group; how to support young people to feel confident and included; the reasons why it is important and beneficial to involve young people in governance.	Jennifer Raven (Sound Connections) and Matt Wilde (Blaze)
<b>2.30-2.45</b>	<b>Break</b>		
<b>2.45-3.45</b>	<b>Equality and equity of access in music learning</b>	This session will explore what is meant by equality and equity of access and opportunity in the music education context. It will include case studies from Essex Music Hub and Girls Rock London, who have practical strategies in place for addressing this, and an ideas sharing and discussion session with delegates.	Philip Flood (chair), Charly Richardson (Essex Music Education Hub); Geraldine Smith (Girls Rock London)
	<b>Putting the social model of disability at the heart of planning</b>	This session will explain the social model of disability, and the opportunity that this offers, including the aesthetics of access. Douglas and Darryl will share the journey and progress Drake Music have made, including a case study on the we All Make Music event which was conceived, designed, planned and delivered underpinned by the social model. Participants will then consider the application of this to their own organisations, practice and programmes.	Douglas Noble and Daryl Beeton (Drake Music)

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	<b>Inclusive engagement with families and young children</b>	In her capacity as an early years music specialist in London and Devon, Emma will introduce an overview of her experiences of working with different communities, the advantages and struggles for each, and how to encourage retention, positive participation and engagement and shared skills through musical play.	Emma Hutchinson (Music House for Children)
<b>3.45</b>	<b>Summary and next steps</b>		
<b>4.15</b>	<b>Close</b>		